Quality Education Model

FINAL REPORT

AUGUST, 2012

QUALITY EDUCATION COMMISSION

QEC Mission and Purpose
(ORS 327.500 and ORS 327.506)

- Determine the amount of monies sufficient to ensure that the state system of K-12 public education meets the quality goals established by statute.

- Identify best practices based on education research, data, professional judgment, and public values, along with the cost of implementing those best practices in K-12 schools.

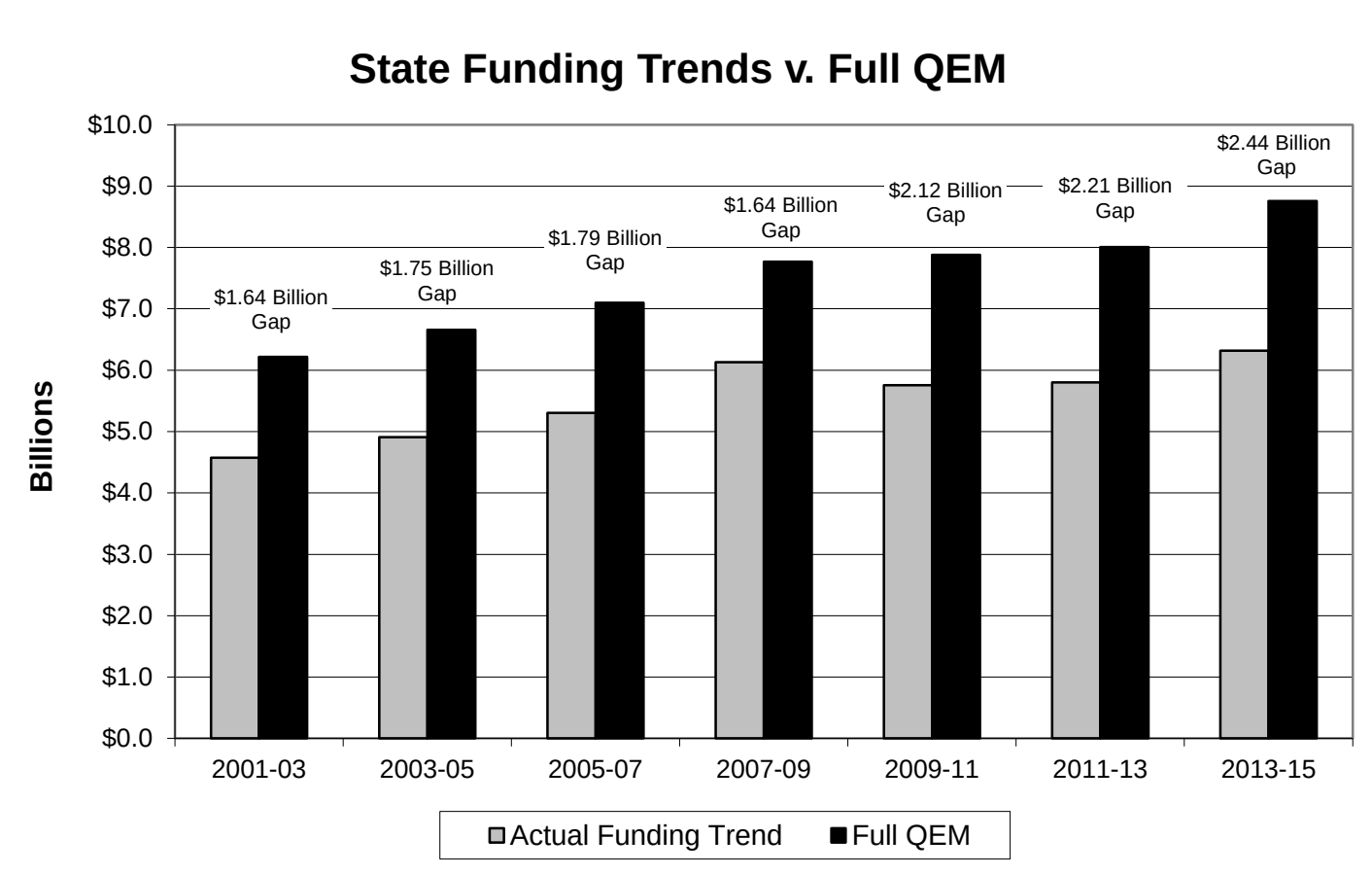
- Issue a report to the Governor and Legislative Assembly in even-numbered years that identifies:
    1) Current practices in K-12
    2) Costs of continuing those practices
    3) Expected student performance under those practices
    4) Best practices for meeting the quality goals
    5) Costs of implementing the best practices
    6) Expected student performance under the best practices
    7) Two alternatives for meeting the quality goals

Context

- Economic crisis
- Oregon has initiated a broad set of education reforms
  - SB 250 (ESD funding and governance)
  - SB 552 (elimination of State Superintendent)
  - SB 909 (Creation of OEIB and Chief Education Officer)
  - SB 1581 (Achievement Compacts)
  - HB 4165 (Defined Early Learning Council and Youth Development Council)
- Integration of all levels – P-20 continuum

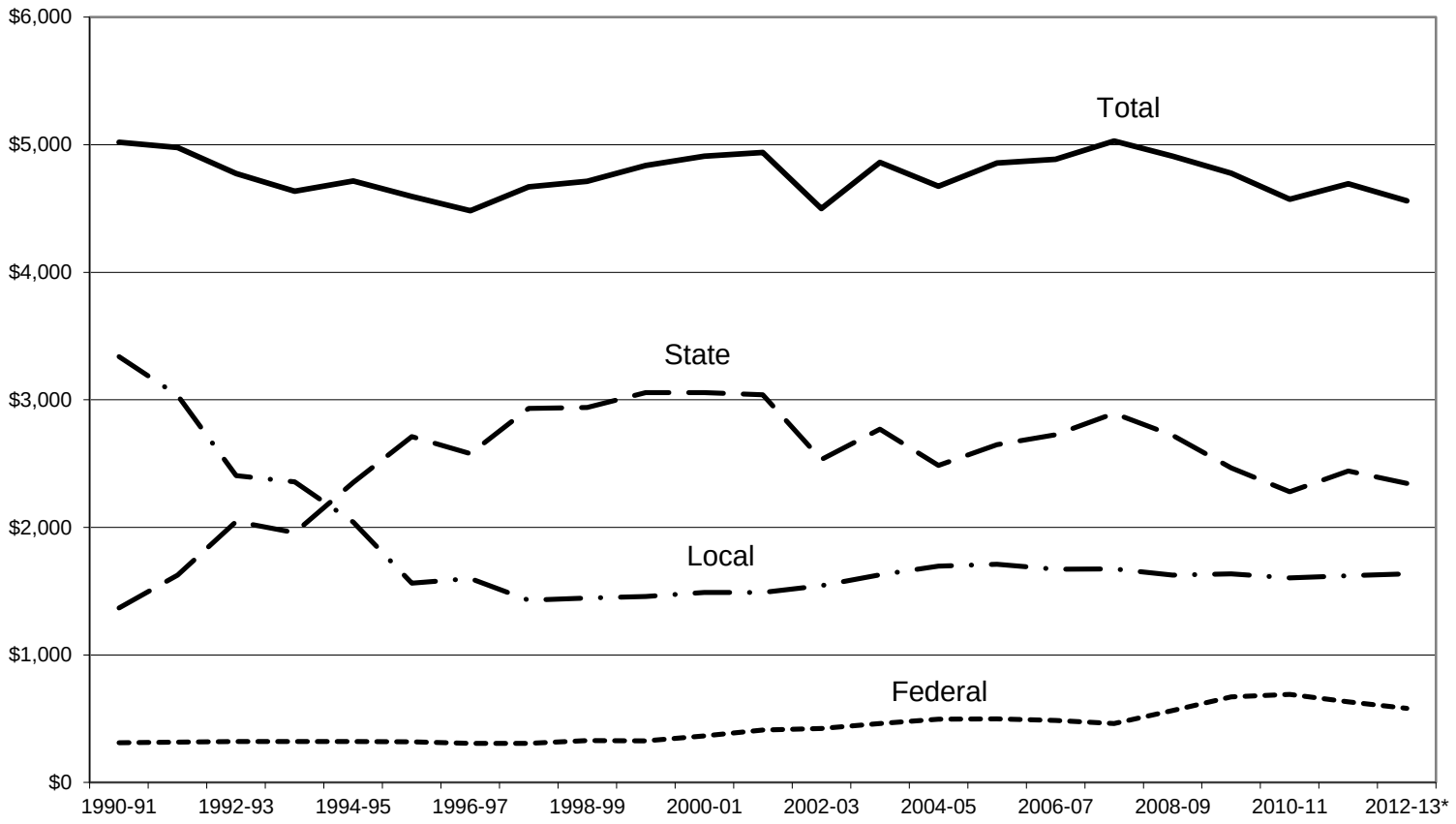
2012 QEC Report – Executive Summary

The K-12 funding gap is $2.4 billion for the 2013-15 biennium



2012 QEC Report – Executive Summary

Inflation-adjusted funding per student has been declining



2012 QEC Report – Executive Summary

- Despite the funding declines, student achievement has continued to increase, indicating districts are using resources more productively

- For Oregon to meet it's 40/40/20 education goals, a more productive use of resources must be coupled with closing the funding gap over a ten year period

- QEC formed two panels for 2012 work –
  1. Best Practices Panel – statewide study on effective use of formative assessment and teacher collaboration
  2. Cost Panel – used multi-year dataset to follow cohorts of students to better determine how resource allocation influences student achievement

2012 QEC Report – Executive Summary (cont.)

Best Practices Panel

- Statewide survey – conducted in two rounds; responded to by more than 3,300 Oregon teachers representing more than 1,300 schools
- Individual school interviews based on "matched pair" criteria
  - ODE Data
  - Comparison of pairs of schools that are demographically similar, but are showing different outcomes

2012 QEC Report – Executive Summary (cont.)

Cost Panel

- Used multi-year dataset following cohorts of students as they progressed through grades
- Related student achievement in each grade to prior achievement and instructional expenditures
- Looked for relationships between spending and student achievement at different grade levels

QEC Recommendations

- In order to achieve 40/40/20 by 2025, Oregon must adopt a 10-year funding plan that phases in full funding of QEM by 2021-2023. First phase would be an appropriation of $6.895B for the 2013-2015 biennium.

- Districts should improve collection and use of data from formative assessments. This can be facilitated through ODE. Best use of formative assessments includes:
  - Spend a minimum of 60 minutes per week analyzing student data with colleagues
  - Give feedback to students daily
  - Give feedback to parents/caring adults weekly

- Districts should promote teacher-owned collaboration and devote enough time and resources to be implemented well. Teacher collaboration should include specific goals for improving student achievement.

- Districts should re-look at how they allocate resources to individual school buildings and grades relative to student performance rather than based on traditional staff-to-student ratios.

QEC Moving Forward

- The QEM “number” is important as a milestone, but only answers to one aspect of the education equation.
- Within the new reform context, QEC is well-positioned to play an important role in working with the Governor and his team, Dr. Rudy Crew and his team, and the OEIB to assess best statewide best practices.
- Both the QEM number and best practices should be incorporated in to the achievement compacts and other methods to help guide us to 40/40/20.
- We believe that there is opportunity and need for the scope of the QEC work to expand to include a broader look at the P-20 continuum. Bridge work is needed in the transition areas between early education and K-12, and K-12 to college.

2012 Quality Education Commission

Sarah Boly, Retired Deputy Superintendent, Beaverton School District

Beth Gerot, Eugene School Board; OSBA former president

Colt Gill, Superintendent, Bethel School District

Lynn Lundquist (former Commissioner), Oregon Business Alliance, founding president; former Speaker of the Oregon House of Representatives

Susan Massey (former Commissioner), Retired member and Chair, State Board of Education

Frank McNamara (former Commissioner), Retired president/CEO, Willamette View, Inc.; Retired Director, COSA

Gail Rasmussen, President, Oregon Education Association

Maryalice Russell, Superintendent, McMinnville School District

Julie Smith, Chalkboard Project, CLASS coach

Peter Tromba, Director of Technology and former principal, Eugene School District

Doug Wells, Chair; Chief of Staff and CFO, The Children's Institute

Brian Reeder, Staff to the Commission, Oregon Department of Education

Jenni Deaton, Support to the Commission, Oregon Department of Education